

Sixth Grade - Unit 1
Global Citizenship

Department:	World Languages		
Course:	Sixth Grade		
Theme:	Personal and Public Identities		
Topic:	Global Citizenship		
Learning Scenario	Students will begin by exploring who they are, where they live, their nationality and heritage. They will then become a citizen of the world by getting a passport in preparation of for living abroad as a high school exchange student. They will consider the advantages of knowing more than one language and identify where their new language is spoken.		
Standards	This unit addresses all of the national standards.		
Stage 1: Desired Results			
Understandings	Language opens doors to the world. Where you grow up shapes your identity.		
Essential Questions	Who am I?		
Skills / Functions what students will know and be able to do		Vocabulary	Structures
greetings, leave-takings		hello, good-bye, hi, see you later, tomorrow, etc.	
ask and answer name		What is your/his/her name? My/his/her name is... Nice to meet you.	
ask about and exchange personal information		alphabet What is your email, phone number? simple text shortcuts	
ask and answer age and give birthday		I am ..years old. How old are you? When is your birthday? My birthday is... numbers to 31, months	to have date
ask and answer questions		Where do you live? I	adjective agreement

concerning where you live and nationality	live in....(country). Where are you from? I'm from.....(country). I am American, Mexican, Canadian, Spanish, others of class	
state likes and dislikes	I like I don't like Do you like? and you? school subjects activities (select according to student interest) school subjects?	definite articles
state what you want and don't want to do	I want / I don't want infinitives related to interests – to swim, walk, dance, etc.	

Stage 2: Assessment Evidence

Performance Task Summary (Integrated Performance Assessment)

Interpretive	Read autobiographical text from host family
Interpersonal	Unrehearsed paired speaking to exchange personal information
Presentational	Personal Glogster and/or begin digital book about identity as an exchange student

Formative Assessments	Other Summative Assessments
complete self assessment throughout unit create facebook/mock facebook page/edmodo all about me poster with likes and dislikes	

Stage 3: Learning Activities

Hook	
<ol style="list-style-type: none"> 1. Adopt exchange student identities. 2. Teacher introduces self through images and photos. Add images and photos for each topic. This may be a model of how students build a personal introduction by end of unit. 3. Teacher creates avatar. Have students create personal avatar. http://www.voki.com/ 	

4. students call in to google voice to respond to a prompt
5. Fill out passport.
6. Continual use of inner/outer circle type activities, think-pair-share to work on interpersonal communication.

Resources
1000 Families – Uwe Kind